

DOCUMENT RESUME

ED 100 045

EA 006 666

TITLE Educational Renewal: The Florida Strategy. Policy Paper No. 2.

INSTITUTION Florida State Dept. of Education, Tallahassee.

PUB DATE 8 May 72

NOTE 25p.

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE

DESCRIPTORS Educational Administration; *Educational Assessment; Educational Change; Educational Coordination; *Educational Development; *Educational Improvement; Educational Innovation; Educational Objectives; *Educational Policy; Educational Responsibility; Educational Strategies; Elementary Secondary Education; Program Evaluation; *State Departments of Education

IDENTIFIERS *Florida

ABSTRACT

This paper describes the strategy developed by the Florida Department of Education to identify, develop, and support new educational procedures and practices in Florida's public schools. This educational renewal strategy incorporates three basic elements: establishing clear goals and objectives, assessing and analyzing how well educational goals are being attained, and encouraging alternative educational practices that are capable of achieving the identified educational goals. The emphasis of the paper is on the department's responsibility for encouraging improved educational practices and on the department policies and activities that will stimulate a continuous process of educational change and renewal in the public schools. (Author/JG)

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EDUCATIONAL RENEWAL: THE FLORIDA STRATEGY

EA C06 666



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This is the second in a trilogy of Department of Education policy papers. These policy papers were approved by the Administrative Council on May 8, 1972. The papers are:

1. The Role of State Government in Education
2. Educational Renewal: The Florida Strategy
3. Guidelines for Internal Planning and Evaluation
in the Florida Department of Education

EDUCATIONAL RENEWAL: THE FLORIDA STRATEGY

Overview

Educational renewal is a process whereby the goals and objectives of education are continually modified to meet the changing needs of its clients, and educational programs are continually modified to facilitate the attainment of those objectives.

Many operations or actions of the Department of Education are aimed toward educational renewal. These include all activities directed toward identifying, developing, and installing new procedures or practices in educational institutions. They do not include activities directed toward maintaining the efficiency of present educational practices as directed by statutes, regulations and professional standards. The latter activities are necessary and important, but do not fall within the scope of the educational renewal effort.

The policy paper on "The Role of the State Government in Education" calls attention to the legal mandate for educational renewal in Florida. The statutes charge the Commissioner to " . . . expand the capability of the Department of Education in planning the state's strategy for effecting constructive educational change and providing and coordinating creative services necessary to achieve greater quality in education." (Section 229.561, Florida Statutes)

STRATEGY FOR EDUCATIONAL RENEWAL

The renewal strategy is built on three basic elements:

- * The first is an analysis of what educational programs ought to accomplish and what is being accomplished. That is, the strategy begins by identifying *clear goals and objectives*.
- * The strategy then concentrates on finding out how well the goals and objectives are being attained. This is the process of *assessment and analysis*.
- * The third element of the strategy is to identify additional ways to achieve the objectives, i.e., *alternative educational practices*. The continual application of this strategy is intended to perpetuate a continuous change process, rather than to institute a collection of specific changes which may put education on a higher plateau but which will not necessarily maintain the responsiveness of the system.

CLEAR GOALS AND OBJECTIVES

The establishment of clear goals and objectives is the foundation of the educational renewal strategy of the Florida Department of Education. Such clarity makes it possible for educators to communicate with students, with policy makers, with the general public, and with each other. Without agreements on goals and objectives, educational renewal proceeds without direction--or does not proceed. When goals and objectives are clear, and have been accepted, it is possible to proceed systematically with the other elements of the strategy--to analyze programs and to introduce alternatives.

The problem of identifying clear goals and objectives has two major components:

- Determining which goals and objectives should be pursued, and
- Making agreed upon goals operational and explicit.

These problems are common to all types of goals in all facets of the educational system and in all administrative levels within the system.

Lay Policy Makers

Determining which goals and objectives should be pursued is a fundamental problem in education. It confronts lay policy makers at the state and local levels. The problem is equally compelling for professional educators at the state, district, institution, school, and classroom levels. Lay policy makers must decide what types of opportunities, in terms of programs, should be available for which segments of the population: Should opportunities for legal education be provided? Should opportunities for post high school education be made available to all students? Should a wide variety of electives be provided for high school students? Should field trips, overnight camping experiences, etc., be provided for elementary students? Should kindergartens and nursery school programs be made available?

Professional Educators

Professional educators, of course, have the responsibility to advise lay policy makers regarding the feasibility and probable consequences of providing the various opportunities. They also have the responsibility to assemble relevant data on the needs of society and the wishes of individuals so that decisions which are ultimately made by lay boards can reflect those needs and wishes.

Making Goals Operational and Explicit

Once policy has been determined, professional educators are charged with *making the agreed upon goals operational and explicit*. A decision to provide legal education must be translated into broad learning goals and objectives based upon analyses of the knowledge and skills which the practice of law requires. These learning objectives must be made operational to a point where it is possible to design curricula and learning activities which appear optimum for achieving the broad goals. The learning objectives must also be made sufficiently explicit so that the performance of participants in the program can be evaluated. Such evaluation will serve two purposes:

- * Determining the adequacy of the program, and
- * Determining the readiness of students to advance in the program or to graduate.

Policy decisions regarding other levels of education and other types of programs place comparable responsibilities on the shoulders of professional educators. In each case, the priorities and goals must be made explicit and operational. When an educational program prepares persons for a variety of roles--as does the comprehensive high school--the expected knowledge and skills for the student are less apparent than for the attorney entering practice. In such cases there is a more pressing need for explicitness and clarity in educational goals to be sure that educational programs are focused appropriately.

Stating Objectives

In selecting goals and objectives, the manner in which they are stated is an important consideration. Usually, they are stated in terms of:

- * Content or skills to be learned, or
- * Opportunities to be provided.

The following are examples of general objectives stated in terms of *content or skills to be learned*: "each candidate for the PhD degree shall demonstrate a minimum level of proficiency in reading a foreign language" or "every student completing high school shall have developed a saleable skill" or "each student completing the fifth grade shall demonstrate a minimum level of reading proficiency."

Examples of general objectives stated in terms of *opportunities to be provided* might include "every illiterate adult who wishes to learn to read shall have the opportunity to do so at no cost" or "every high school graduate who aspires to continue his education shall have the opportunity to do so" or "every student who wishes to participate in organized athletics shall have the opportunity to do so."

Goals and objectives can also be couched in terms of management factors such as:

- * Efficient use of facilities
- * Quotas to be achieved (e.g., training sufficient veterinarians to meet state needs)
- * Conditions to be provided (e.g., seeing that no first grade classroom has in excess of 25 students)

Generally, however, educational goals and objectives can be related back to:

- ☆ Content or skills to be learned, or
- ☆ Opportunities to be provided.

Goals and objectives, of course, represent the inherent expectations of public education as described in the earlier paper on "The Role of the State Government in Education."

ASSESSMENT AND ANALYSIS

When the goals and objectives for an educational program are clear and acceptable, there is a basis for analyzing and assessing that program. Such analyses make it possible to direct renewal efforts toward the programs where they are most needed. They also provide assessments of new procedures or practices which have been introduced as part of ongoing renewal efforts. Thus, the capability to perform accurate assessments of educational practices is critical in carrying out the Florida strategy for educational renewal.

The assessment or analysis which takes place is normally focused on one or more of the following:

- ☐ Learning which is taking place (i.e., the product)
- ☐ The characteristics of the educational program in operation (i.e., the process), or
- ☐ The resources being provided (i.e., the cost and conditions for education).

The nature of the analysis will depend upon the terms in which the program objectives are couched.

- ★ If the objectives are stated in terms of content or skills to be learned, then the assessment should measure the extent to which the content and skills are learned.
- ★ If the objectives are stated in terms of opportunities to be provided, then the assessment would concentrate on processes which would be indicative of those opportunities.

It is possible, however, that when objectives related to opportunities are made more explicit, they may include certain specification of skills or content to be learned. In such cases, the assessment might concentrate on the product, rather than the process. It is also possible that objectives will be couched in terms of resources to be provided. If this occurs, the appropriate assessment will probe this aspect of the program.

If the focus of assessment is the product--the learning which takes place--there is still a need for assessment of the processes taking place. Without such an analysis, it would be exceptionally difficult to determine how the program might be improved. Such analysis would be concerned with the use of staff, facilities, space, students, methods of instruction, instructional materials, and time.

ALTERNATIVE EDUCATIONAL PRACTICES

Educational renewal can occur in a systematic manner only if viable alternatives are identified, tested, and implemented. Thus, the identification and encouragement of alternative educational practices is an essential element in Florida's strategy for educational renewal. At the state level, the process of stimulating alternatives includes eliminating constraints and providing certain supportive services.

Eliminating Constraints

Some persons view statutes and regulations from the state level as constraints to educational renewal. This is, of course, not the intent since those statutes also include a mandate for educational renewal. It is vital that staff members responsible for renewal activities maintain close collaboration with those responsible for regulatory activities at the state level. When regulations which inhibit renewal are discovered, the necessity for such a regulation should be carefully examined. If the regulation seems necessary, ways should be sought to accomplish its purpose without constraining renewal efforts.

Once the groundwork--clear objectives, effective analysis techniques, and freedom from legal barriers--is laid, the way has been cleared for an unlimited variety of alternative educational practices. In order to encourage optimum practices, a number of services are required. This is particularly true when the intent of the state is not to install a given educational model, but rather to help institutions and school districts review available components and to produce their own models.

Services Required

The services or functions required for encouraging alternatives include the following:

- * Identifying promising alternatives
- * Evaluating available alternatives
- * Developing new alternatives
- * Providing information and technical assistance to institutions and school districts in selecting and implementing alternative practices, and
- * Training personnel to implement the alternatives.

ASSIGNING RESPONSIBILITIES FOR EDUCATIONAL RENEWAL

Organization

The Department of Education can be viewed as an assemblage of individual sections; those sections with common traits are grouped together, forming bureaus and divisions which facilitate the management of the Department. When a new responsibility or function is introduced, it is usually assigned to one of the operating units, or a new section is organized. Soon, the new activity becomes submerged within the organization, having little effect on the operation of other units.

Educational Renewal

Educational renewal cannot be treated as a typical new program because it is not a "typical program" and because it is not "new." Educational renewal is not a program in the same sense that "academic affairs" in the Division of Universities or "exceptional child education" in the Division of Elementary and Secondary Education are programs. If educational renewal is to be anything at all, it must become part of academic affairs, of exceptional child education, and of any other program which it touches. Moreover, educational renewal is not new. It is merely a new term to describe a continuous effort to improve education, a well established characteristic of the Department of Education.

However, a comprehensive and systematic attempt to stimulate renewal in all educational programs can be treated as something new. Thus, it is necessary to examine carefully the manner in which responsibilities for educational renewal are assigned in the Department. In the assignment of those responsibilities, three prime factors must be considered:

- ★ The optimal degree of integration between renewal and regulatory activities,
- ★ The type of support system, which a renewal effort requires, and
- ★ The appropriate manner for providing coordination between the various activities and programs.

Integration Between Renewal and Regulatory Activities

The Florida Department of Education has elected to strive for integration between renewal and regulatory activities. Thus, persons with regulatory responsibilities normally carry the responsibility for devising or encouraging new procedures and practices in their respective areas. This approach appears to offer special benefits for stimulating renewal in the field, since staff members familiar with current regulations and standard practices are more aware of steps which must be undertaken to make alternative practices acceptable and operational in the institutions and schools.

Educational Renewal Attitude

Integration of renewal and regulatory activities should also contribute to self renewal in the Department of Education by promoting in all staff members an "educational renewal attitude." Without integration, the role of "renewal blocker" may be institutionalized and reinforced. With integration, the role is diffused and, as long as top level support for renewal is maintained, the potential "renewal blocker" serves the constructive function of assuring that alternatives proposed are realistic and feasible for implementation.

SUPPORT SYSTEM FOR EDUCATIONAL RENEWAL

A substantial support system is required to carry out a comprehensive and systematic educational renewal effort. This support system should be addressed to all three elements in the renewal strategy:

- ☆ Securing clear goals and objectives.
- ☆ Providing continuous assessment and analysis of educational programs, and
- ☆ Initiating alternative educational practices.

Needs Assessment

The effort to secure *clear goals and objectives* is supported at the state level by needs assessment activities designed to identify broadly those goals which education should pursue and to collect information for assigning priorities. Such needs assessments encompass general education, occupational education, and advanced professional education.

Improved Technology

Except where state established minimums are involved, the state does not mandate specific objectives for individual learners. However, the support system should provide techniques which can be used in individual institutions and schools to make goals operational and explicit. Obviously, persons who operate educational programs must have the necessary skills and motivation to make educational objectives explicit; otherwise, a state strategy built upon clear goals and objectives will be embarrassingly hollow.

Compatible Support Systems

The components of the support system for *assessment and analysis* should parallel the support system for clear goals and objectives. They should provide information on the extent to which state goals and standards are being met. This information might be obtained through the regular reporting procedures required of institutions and school districts. In some cases, special testing or other data collection procedures may be required.

A System Useful at All Levels

The support system should also aid institutions and schools in obtaining and implementing appropriate techniques for assessment and analysis. Unless these operations can be carried out on campuses and in schools, the state strategy is rendered superficial.

Support for Alternative Practices

The support for initiating *alternative educational practices* must include a number of rather specific functions. These, as cited earlier, include:

- ☐ Identifying promising alternatives
- ☐ Evaluating available alternatives
- ☐ Developing new alternatives
- ☐ Providing information and technical assistance to institutions and school districts in selecting and implementing alternative practices, and
- ☐ Training personnel to implement the alternatives

The present status of these support services within the Department of Education is described in Appendix A.

Analysis and Coordination of Services

With regulatory and renewal activities integrated, the heart of the Department's educational renewal effort is lodged in the diffused activities of the many operating units. Several of those units are prepared to provide some of the support services listed above; none are capable of providing all of them. In some cases, individual sections have been established within the Department for the purpose of providing certain of the support services--the Communications Section and the R & D Section are examples.

Obviously, it would not be feasible to make every section in the Department capable of performing all of the needed support functions. Consequently, it is necessary to devise a means of coordination within the Department so that all sections have access to the support services required.

A major activity during 1972-73 will be the analysis and coordination of the services so that they will be increasingly effective in underpinning the Department's educational renewal efforts.

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PLANNING AND COORDINATING EDUCATIONAL RENEWAL ACTIVITIES

The integration of renewal and regulatory activities creates a special problem for coordination. This problem is intensified by the disparate characteristics of the elements in the support system for educational renewal.

Department-Wide Responsibilities

The responsibility for coordinating educational renewal activities has been assigned by the Commissioner to the Associate Commissioner for Planning and Coordination. The associated responsibilities in this office are fourfold. They include:

- * Recommending Department-wide policies and priorities to the Administrative Council and the Commissioner
- * Coordinating the planning activities of all divisions
- * Monitoring the ongoing activities of all divisions in accordance with the plans which have been approved, and
- * Advising the Commissioner and division directors on the allocation of personnel and resources for carrying out renewal functions.

Obviously, responsibilities for coordinating renewal activities are not significantly different from responsibilities for coordinating regulatory activities. Thus, the above outline and the description in the following paragraphs represent the general operations of the office of the Associate Commissioner for Planning and Coordination and are not unique to educational renewal.

Procedures for Determining Policies and Priorities

Recommendations for policies and priorities may be initiated from within or without the Department. Normally, the procedure is to review the proposed policy in terms of existing laws, regulations, and policies, and to transmit the recommendation to the Commissioner or the Administrative Council. If the question raised is one which requires the development of a new policy or the articulation of an unwritten policy a recommendation will be drafted and submitted to the Commissioner or the Administrative Council. The responsibility for recommending policies also includes the responsibility for reviewing policies and priorities of individual divisions in terms of their consistency with Department-wide policies. The results of such reviews are transmitted to the division directors.

Coordinating Planning

The *coordination of planning* between the divisions is primarily a consultative function. The purpose of such consultation is to assist the divisions in producing plans which are supportive of Department-wide policies and priorities. The consultative assistance includes interpretation of policies and priorities. It also includes reviewing proposed plans, and providing recommendations to the divisions, the Administrative Council, and the Commissioner.

Monitoring Responsibilities

The plans produced by each division should include measureable objectives and procedures for obtaining measures of their attainment. The *monitoring responsibility* of the Associate Commissioner for Planning and Coordination consists of maintaining an internal information system which will provide information on the extent to which program objectives are being achieved. This information is transmitted with interpretations to the Commissioner and the Administrative Council.

Assigning Resources

In *recommending resource assignments* to the Commissioner and division directors, the major criteria are compatibility with present assignments, and present or anticipated effectiveness of programs. Normally, this responsibility is carried out only when specifically requested by a division director or the Commissioner. Such a request might come when a division director is considering modifying the reorganization of his division or when new tasks are assigned to the Department.

SUMMARY AND CONCLUSION

The strategy for educational renewal in the Department consists of three elements:

- * Obtaining clear goals and objectives
- * Assessing and analyzing educational programs, and
- * Encouraging alternative educational practices

The assignment of responsibility within the Department calls for:

- ☐ Integration of renewal activities with regulatory activities
- ☐ Providing a support system for renewal, and
- ☐ Strengthening Department-wide coordination in the office of the Associate Commissioner for Planning and Coordination

Within the Department of Education, the success of the renewal effort is contingent upon several factors:

- ☆ The soundness of the strategy
- ☆ The extent to which it is understood by top management and by the operational personnel within the Department
- ☆ The capability of the Department personnel to perform the necessary services, and
- ☆ The effectiveness of the coordination mechanisms which are developed.

Evidence of Success

Taking a longer view, evidence of success drawn from within the Department of Education carries fleeting significance. The basic strategy is devised to stimulate educational renewal in institutions, schools, or whatever other mechanisms are established to fulfill the educational needs of the Florida citizenry.

The strategy should help each educational center to respond quickly and independently to the changing needs of its clientele. The degree to which this occurs is the only meaningful measure of success.

APPENDIX A

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SUPPORT SYSTEM FOR STIMULATING ALTERNATIVE PRACTICES TO BRING ABOUT EDUCATIONAL RENEWAL

Various supportive functions for educational renewal are described in the following paragraphs. Some functions are more fully developed than others. A major priority for the Department of Education during 1972 is to carry out the organizational and planning activities necessary to make each of these functions fully supportive of the Department-wide effort.

Identifying Promising Alternatives

This is an activity which is being carried out extensively within the Department. However, a mechanism for effectively coordinating this quest for information has not been developed. The major collection system is the Florida Educational Resources Information Center (FERIC) operated by the Communications Section on the Commissioner's staff. This program collects all microfiches and other information products produced by the National ERIC system.

Information on possible alternatives is also collected by the Curriculum Library and the library in the Division of Universities which maintain collections of professional literature. The Educational Research and Development Section collects information on alternative practices as part of its internal planning activities to determine optimum use of R & D funds. The ESEA Title III section collects information on alternatives which have been demonstrated in Title III projects throughout the country. Possibly the most wide-spread, and the most diffused, collection of information takes place as the 450 professionals in the Department glean from professional literature and personal contacts information on educational alternatives which might be implemented in the state.

Obviously, it is important that the Department organize the information on available alternatives so that comprehensive data are available and accessible to potential users. The prime users would be the consultants within the Department, the administrators in the Department who are responsible for allocating developmental funds, and the school districts and institutions in Florida which would install selected practices.

Evaluating Available Alternatives

Evaluation can be discussed in a number of contexts. Evaluation (or assessment) was presented as a major element in the educational renewal strategy. Such evaluation or analysis is needed to determine the extent to which educational programs are achieving their objectives and thus indicate the nature of renewal which is needed. An information system with which the Commissioner and Administrative Council can monitor internal activities in the Department was also discussed. This is a type of internal evaluation system for use in management.

An additional kind of evaluation support system is needed at the state level in order to foster educational renewal. This system would be used to evaluate the effectiveness of alternative educational practices as they are being developed or introduced from elsewhere. The evaluation information generated by this system should be oriented toward the potential users of the alternative practice--schools and institutions, teachers and students.

It should provide information on the probable effects of the alternative on student learning, along with costs and special conditions required for implementation. An orientation toward potential users, rather than toward present users, may require certain practices in the selection and treatment of data which differ from those used in the evaluation of ongoing educational programs.

A notable precedent for such "user oriented" evaluation can be found in the activities of the various research organizations which evaluate commercially available products and publish their evaluations for the benefit of consumers. Government laboratories also perform a related function in protecting the public from potentially harmful foods, drugs, and other products. Obviously, the evaluation of educational practices is infinitely more subtle than the usual product evaluation.

The evaluation activities in the Department which come closest to the orientation described above are probably those carried out in conjunction with certain federally supported programs such as exemplary projects in vocational education, special services for handicapped children, and innovative projects for elementary and secondary education (ESEA Title III). There is also a provision for such evaluation under a state supported program. Section 229.561, Florida Statutes, provides for the evaluation of "applied action research studies or projects." The Educational Research and Development program which was created under this statute is producing a generalized system for independent program assessment which will ultimately be used broadly in evaluation oriented toward potential users of alternative educational practices. The implementation of this system in a manner which provides coordination between the various programs evaluating alternative educational practices is an important aspect of state efforts to foster educational renewal.

Developing New Alternatives

It is essential that the renewal effort have the capacity for producing capabilities not presently available. These would include capabilities for clarifying objectives, for assessing and analyzing educational programs, and for carrying out educational programs in alternative ways. The development of such capabilities is the mission of educational research and development programs throughout the Department. There are four major programs under which educational research and development takes place. These are:

1. The vocational research program, administered by Division of Vocational Education, which sponsors projects in school districts and higher institutions.
2. Title III of the Elementary and Secondary Act, administered by the Division of Elementary and Secondary Education, which supports local school district projects for the development and diffusion of research-based solutions to educational needs.
3. The Educational Research and Development Program created under Section 229.561, Florida Statutes, which is administered by the Division of Elementary and Secondary Education and which sponsors directed research projects aimed at specific education problems.
4. Support of research positions on the state university campuses for non-directed research activities.

A major priority in the development of educational renewal activities during 1972 is the coordination and orchestration of these and related programs. This includes a new program to establish "educational renewal sites" which is being initiated by the U.S. Office of Education. Through this effort, discretionary funds appropriated by the federal government will be consolidated for greater impact on the education of children from low income backgrounds. Responsibility for general coordination of state activities initiated under the federal educational renewal effort rests with the Associate Commissioner for Planning and Coordination. It is anticipated that the responsibility for coordinating activities of local educational renewal sites will be assigned to one of the operating divisions in the Department.

The educational renewal site activities are viewed as a means for developing and testing procedures for parent participation in decision-making. The renewal sites will also provide a setting for combining various alternative practices identified in the Department-wide renewal effort in programs for local educational renewal with a target population.

Providing Information and Technical Assistance

The need for identifying promising alternatives has been pointed out. Obviously, the identification process is of little benefit if the information is not made available to those who can use it. The process of making the information available can involve printed materials, audio-visual materials, live consultants, or any combination of the aforesaid.

Presently, the Department's resources for providing information and technical assistance are extensive. Printed materials issued by the Department include a bimonthly magazine, a weekly general newsletter, a number of special purpose newsletters, copies of regulations or administrative policies, numerous memorandums to explain regulations, administrative procedures or special programs, research reports, curriculum guides for virtually all areas of the school program, and an annual report on education in Florida, supplemented by formal reports on numerous special programs administered by the Department. In addition, the Department distributes text materials for use in the schools and specialized documents available from the Educational Resources Information Centers (ERIC) and from other sources. The ERIC materials are normally distributed in microfiche form. The distribution takes place through a network of 51 centers located throughout the state.

Audio-visual materials are produced and distributed by the Educational Television and Radio Section. The distribution by this section includes materials from many outside sources. In many cases, individual sections within the Department produce and use special audio-visual materials related to their programs.

Within all four divisions of the Department, there are numerous persons who spend a substantial portion of their time in consulting with persons outside of the Department. The amount of time these consultants spend on renewal activities, as compared with the amount of time spent on regulatory activities, has not been determined.

The extent to which the information provided by the Department is tailored to the specific needs of the user is difficult to calculate; it is assumed, however, that when a consultant provides technical assistance, the advice he gives is determined by the problem posed by local officials. There are also certain organized activities involving teams of staff members which bring assistance and advice to local school districts and institutions. These include school surveys and charettes conducted by the Bureau of School Facilities and evaluation visits for the purpose of accreditation or program approval conducted by a number of units within the Department. The extent to which the latter contribute to renewal is indeterminate.

There are two major needs for strengthening the Department's information and technical assistance services to support the educational renewal effort.

- ★ First, it is necessary to strengthen the link between the field consultants and the administrative units which collect information, evaluate alternatives, and develop new alternatives. It appears that many consultants in the field are relying primarily on their own resources and failing to make use of the vast organization which they have behind them for support. The blame in this case lies primarily with the organization for not seeing that the internal communication system provides the consultants with the needed information.
- ★ The second need is to establish priorities for dissemination. These priorities must be based upon the Department's strategy for educational renewal. The human and other resources of the Department must focus their efforts on the elements of this strategy--otherwise, it is not the Department's strategy.

During the coming year, a major priority of the Department will be to link the Department's information resources with the consultants who must use the information. In doing this, the attention of the consultants will be directed toward activities which are consistent with the Department's strategy. This will require two-way staff development with the consultants educating the persons with internal information responsibilities as to their needs and the persons with internal information responsibilities informing the consultants of their resources.

Educational Personnel Training

The mission of educational personnel training is to ensure that personnel have the necessary knowledge and capabilities to perform effectively. The need for training of personnel within the Department was cited above. Naturally, if renewal is to take place, there is a need for extensive personnel training in the field. Whoever provides this training is, in effect, providing technical assistance to institutions or school districts wishing to initiate new programs or practices.

All four divisions of the Department carry out activities for regulating and renewing local personnel training programs, operated either by school districts or institutions. These activities include the certification of educational personnel, the approval of preservice and inservice teacher education programs, the identification of needs and priorities for personnel training, and the development of alternative materials and techniques for improving personnel training.

In many cases, Department staff members actually conduct training programs for local personnel. These include seminars, workshops, and other activities. However, the Department has taken the position that the responsibility for carrying out programs for teacher education rests jointly with teacher education institutions, county school systems, and professional organizations. The role of the Department is to identify teacher education needs and to assist in the development of capabilities to meet those needs. An inventory of direct teacher training activities conducted by the Department is now being compiled. The inventory will be analyzed to determine whether the efforts being expended could be redirected toward the discovery and development of local leadership and thus multiply the impact of the Department.

Staff development for Department of Education personnel is primarily decentralized. Most sections in the Department conduct or encourage formal and informal seminars, participation in outside training sessions, and independent study. A centralized staff development system including provisions for educational leave, on-site courses in special topics, and periodic Department-wide or division-wide workshops is developing. The Department is now studying, through a cross-divisional task force, ways to organize and implement the staff development program within the Department so that it can take best advantage of persons on the staff who are knowledgeable regarding the design, organization, and implementation of personnel training programs. In the past, this type of expertise within the Department has been concentrated almost entirely on the problems in the field and has not been used internally.

The main thrust of Department activities related to personnel training is toward the development of performance-based or competency-based training programs. With this approach, primary consideration is given to the extent of mastery by the trainee, rather than to the amount of time spent in training. In relating this approach to the problems of educational renewal, attention must be given to the competencies required to implement alternative practices. Then, efficient training programs will be developed to help trainees master the competencies. The training will be offered by whatever agency can deliver the service most effectively, efficiently, and conveniently.